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ABSTRACT

This document summarizes a dissertation based on a nationwide survey probing certain characteristics of the directors of library-learning centers in public comprehensive community colleges. Of the 586 current directors in non-university related institutions, 79.4 percent responded. Nearly all reported strong job satisfaction. Within the hierarchy, 81.2 percent claimed faculty status; 58.7 percent indicated they report directly to the dean of instruction. Their administrative duties included service on curriculum committees, staff selection and supervision, and responsibility for library and audiovisual budgets. More than 75 percent administered library and audiovisual services as an integrated unit, and 95.9 percent indicated some degree of acceptance for the integrated media concept. Significantly, large numbers of the directors had library science educational preparation including graduate degrees. Few, however, had prepared specifically for a community college position and 85.6 percent indicated that an internship would have been useful. Other recommendations for professional training are discussed as well. (MJK)

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Summary
of
CHARACTERISTICS AND ACADEMIC PREPARATION OF DIRECTORS OF LIBRARY-LEARNING RESOURCE CENTERS IN SELECTED COMMUNITY JUNIOR COLLEGES

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by

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This national study was a descriptive survey designed to probe certain characteristics of the directors of library-learning resource centers in public comprehensive community colleges, to identify their position in the administrative hierarchy, to determine whether they accept the integrated media concept, to ascertain the type of professional education they have received, and to elicit their recommendations for improving the preparation programs of such personnel.

A questionnaire, as the data gathering instrument, was sent to the population of current directors of library-learning resource centers in non-university related public comprehensive community colleges. The universe numbered 586; the response received was 465, or 79.4 per cent. Of the total, 75.93 per cent furnished usable data for the study. Responses were coded and key punched onto data cards for processing on an IBM 365 computer, model 65.

Analysis of data.--Of the directors, 62.6 per cent were male, and 37.4 per cent were female, with a modal age bracket of 40-49. One of the striking characteristics was the variety in titles. Of those responding, 41.2 per cent had titles indicating association with a library-learning resource center; directors of library services accounted for another 31.1 per cent, and librarians or library directors comprised the remaining 27.7 per cent of the respondents. Many had been only recently appointed to their positions, with nearly 58 per cent having served five years or less (10 per cent, one year or less; 47.9 per cent, 2-5 years). A fourth (25.5 per cent) had been in their positions 6-10 years; and 16 per cent had been employed longer than 10 years, including 5 per cent of the total who had served 20 years or longer.

Previous positions included 66.6 per cent as librarians; 7.9 per cent as learning resource professionals, 3.1 per cent, audiovisual specialists; 1.9 per cent, media specialists, 9.4 per cent, teachers; 3.1 per cent librarians with media responsibilities; and 8.0 per cent "other."

Directors of the library-learning resource centers have had prior experience in educational institutions to a large extent. Previous experience was gained in the secondary school by 29.5 per cent of the population. Higher education was the level of experience for 47.4 per cent of the respondents. Less than one per cent had come from technical schools. Only two per cent came directly from student status, and 20.5 per cent had gained experience in other occupations.

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Job satisfaction was indicated by 94.3 per cent of the respondents, with nearly half agreeing strongly that the job was satisfying. Less than 6.0 per cent expressed dissatisfaction.

Time at work was allocated as follows:

Areas of Work	Time Spent (Mean Per Cent)	Preferred Time Allocation (Mean Per Cent)
Administration	59.6	57.7
Technical services	12.0	7.7
Readers' services	11.1	13.5
Audiovisual	6.5	7.9
Instruction, Informal	4.5	6.3
Instruction, Formal	2.2	2.9
Other	2.7	2.9

Approximately 1 per cent of their time is not accounted for, due to the fact that the mean time was calculated from the percentages actually reported by the respondents. In a few cases, their own estimate did not total 100 per cent.

Hierarchy.--More than half (58.7 per cent) of the respondents indicated that they report to the dean of instruction; 13.3 per cent to the vice president; 11.5 per cent to the president; 2.4 per cent to president and dean; 10 per cent to academic or college dean; and 4.1 per cent to "others."

Faculty status was reported by 81.2 per cent. (Academic rank was not surveyed.) The library-learning resource director is represented or serves on the curriculum committee in 71.6 per cent of the institutions. Almost three-fourths, 73.4 per cent, had a faculty advisory committee. Staff selection was the responsibility of 86.2 per cent. Few supervise large numbers, but most have some supervisory responsibilities. Budget responsibility for library was indicated by 91.3 per cent, and 71.4 per cent have audiovisual budget responsibility. Slightly fewer than one-fourth replied that their center was part of a multi-campus system. A small percentage of the respondents have a teaching assignment, with 18.4 per cent reporting in the affirmative.

Integration.--In the present study, 75.5 per cent replied affirmatively that the department consists of library and audiovisual services administered as an integrated unit. Of those centers actually having the title "learning resource center" or similar designations, 87 per cent were administered as integrated systems. A number of respondents indicated that, although administered as integrated units, the library and audiovisual services were not housed together. Of those centers that did not have integrated units (24.5 per cent), almost half planned integration in the foreseeable future.

The terminology used to describe the centers does not always indicate the extent of integration.

The current directors of library-learning resource centers indicated their acceptance of an integrated media concept, with 95.9 per cent reporting some degree of acceptance (66.6 per cent agreeing strongly).

Concerning the utilization of the 1972 "AAJC-ACRL Guidelines," it is believed that the large number of missing observations was due to the fact that the document was new, having been circulated for less than two months when the respondents received the questionnaire. The observations were not considered entirely valid since some respondents agreed to utilize the new guidelines even though they did not realize the degree of integration set forth therein.

Information was sought concerning types of material available in the centers. This was for the purpose of providing general information as to whether the centers had a variety of format, rather than giving a minute statistical study of all possible types of material. More than 90 per cent of the institutions had holdings in slides, records, filmstrips, audio tape, and microfilm. Films were owned by 74.2 per cent; transparencies were available in 83.2 per cent of those polled; and video tape was provided in 69.5 per cent of the institutions. Few institutions had microcards (17.5 per cent), but 74.4 per cent of the collections contained microfiche. Necessary equipment for utilization of materials was indicated by 93 per cent.

Self-instruction carrels with media outlets were available in 64.6 per cent of the institutions. A number indicated that new wet carrels were in the process of being planned or constructed. Books and audiovisual materials were recorded in a central coordinated or union catalog in 67 per cent of the institutions. Materials are organized primarily under Library of Contress classification (56.4 per cent) or Dewey Decimal (42.9 per cent). Audiovisual materials were organized in many instances by local schemes and simple accession numbers, with only 21.5 per cent of the cases under Dewey and 22.5 per cent under the LC system. Twenty-three per cent receive materials pre-processed.

Design and production as services were offered in 72.1 per cent of the institutions; services were advertised in 80.3 per cent; handbooks were provided in 76.2 per cent; and orientation to the center was provided in 93.9 per cent of the institutions.

Academic preparation.--Respondents indicated the period during which they received their professional training. The heaviest concentration of the individuals (56.8 per cent) received their professional preparation during the 1960's. The doctor's degree was held by 5.9 per cent; specialist certificate by 3.1 per cent; a second master's degree by 15.6 per cent; master's degree by 67.5 per cent, and the fifth year bachelor's by 6.2 per cent. Library-learning resource directors with library science degrees predominated, with 84.6 per cent reporting library science as the area of graduate specialization. A total of 269 persons, or 65.3 per cent, reported graduate study beyond their highest degree.

More than half of the subjects, 57.9 per cent, have had formal study in media techniques. Workshops provided organized training in media for 6.4 per cent who had not had other formal training in media; 26.9 per cent learned on-the-job; and 7.1 per cent had never learned media techniques, 1.7 per cent reported "other."

As to whether the respondents knew that they were going to work in junior college situations, the replies indicated that only 14.5 per cent had plans before taking their professional training to seek employment in junior colleges. Few directors had served internships, with only 5.3 per cent having served an internship in a

junior college learning resource center. However, 85.6 per cent indicated that such an experience would be useful in the preparation of potential directors.

Concerning the question of adequacy of academic preparation, 68.1 per cent agreed that it had been adequate, with 15.1 per cent agreeing strongly. The respondents indicated a higher percentage of agreement that their academic preparation familiarized them with the four subjects that would be considered core courses in library science than was true for the other subjects surveyed. The highest area of agreement was "reference," followed by "book selection," "cataloging," and "library administration."

Respondents' recommendations for preparation.--The courses normally considered library science core courses received the highest degree of agreement. A course on the subject of reference received the highest percentage of agreement, with 96.3 per cent, followed by book selection, library administration, and cataloging. Audiovisual materials selection was also an area of agreement for 90.9 per cent. Several administration courses were listed, and more respondents agreed as to the usefulness of a course on library administration than on one on learning resource administration or audiovisual administration. More than 90 per cent agreed as to the usefulness of courses concerning the junior colleges. More than 85 per cent agreed on: Classroom use of audiovisual materials, general communications, psychology of learning, and non-book cataloging. Curriculum design was considered a useful subject by 83.8 per cent; design and production of audiovisual materials by 83.7 per cent. The smallest percentage (65.9) agreed as to the usefulness of photography in the preparation of directors. A number of respondents specified management and public relations as areas of usefulness.

When asked whether they preferred integrated courses over courses which included only non-print media or printed materials, respondents indicated an 89.4 per cent preference for integrated courses. Some added qualifying statements.

Directors of 25 separate audiovisual departments (whose data were analyzed separately so as not to distort the data base) expressed their views concerning courses. At least 90 per cent of the AV directors agreed that the following would be useful: audiovisual administration, learning resource administration, audiovisual materials selection, classroom use of audiovisual materials; design and production, curriculum design, general communications, programmed learning, and non-book cataloging.

Conclusions.--The following general conclusions are based on descriptive patterns which emerged from the analysis of data.

1. The directors of the library-learning resources centers are administering integrated centers in the public comprehensive community colleges. More than three-fourths of the centers are administered as integrated media units, furnishing both print and non-print materials in a variety of format.

2. The libraries are in a period of transition in these newly emerging centers. This trend has caused reorganization of staff, materials, and facilities. In many cases audiovisual staff members have been added, materials are being reorganized into integrated units, and facilities are being provided for new devices such as electronic carrels and graphics sections.

3. The terminology used in the newly emerging centers is transitional. The titles of directors do not have uniformity, although the most common title is Director of Learning Resources in those centers which are administered as integrated units. Libraries remain; however, many of those are integrated, and the title "Director of Library Services" is used, both in integrated centers and in separate libraries.

4. The directors are on a high level in the administrative hierarchy, reporting most often to the dean of instruction. Their campus-wide responsibility is recognized.

5. The directors of the centers have a high degree of job satisfaction. They agree that the position is satisfying, and their preference is for administrative duties. Few have or prefer teaching assignments.

6. The directors of the library-learning resource centers are not isolated, but are taking an active role in responding to the needs of a diverse student population.

7. The directors accept the integrated media concept, with more than 95 per cent indicating agreement. Two-thirds of the total agree strongly as to the concept of integration.

8. Significantly large numbers of the directors have library science educational preparation. More than 80 per cent of the directors have graduate degrees in library science. Few have graduate degrees in audiovisual or educational technology.

9. The directors with library science preparation looked with favor on their basic preparation in library core subjects. A high percentage felt that they were familiar with those subjects, and recommended those for study in preparation of future directors.

10. A significant number of the directors have done graduate work beyond their highest degree. Nearly two-thirds have been motivated to do further graduate work.

11. The level of preparation in media techniques varies from those who have never learned those techniques to those with formal study at the undergraduate and graduate levels.

12. Few of the directors of the centers had studied in programs designed specifically for the preparation of personnel for the community college library or library-learning resource center. Only 14 per cent knew at the time of their academic study that they were preparing for employment in a community junior college.

13. While the majority of the directors felt that their preparation had been adequate for administering a library-learning resource center, a small percentage agreed strongly as to the adequacy of preparation.

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